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ABSTRACT

The roles, relationships, and collaborative arrangements in teacher education as they affect the administrators, district personnel, clients, learners, and university and state offices of education in Utah are discussed. (CJ)

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A REPORT ON THE PROCEEDINGS OF THE 13TH ANNUAL CONFERENCE ON TEACHER EDUCATION

ROLES AND RELATIONSHIPS IN TEACHER EDUCATION

Sponsored by:

The Utah State Board of Education

Walter D. Talbot, Superintendent

In cooperation with:

The Utah Association of Teacher Educators

University Center Utah State University Logan, Utah

April 11, 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ROLES AND RELATIONSHIPS IN TEACHER EDUCATION

THIRTEENTH ANNUAL CONFERENCE ON TEACHER EDUCATION

Sponsored by

UTAH STATE BOARD OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

In Cooperation With

UTAH ASSOCIATION
OF TEACHER EDUCATORS

University Center
Utah State University
Logan, Utah

Friday, April 11, 1980

OCT 1 4 1980

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AND

UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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FOREWORD

The 1979 Spring Conference on Teacher Education focused on "Designing Teacher Education for the Future." Following that conference, the Utah Association of Teacher Educators (UATE) sponsored a series of six satellite conferences for the purpose of formulating recommendations for the restructuring of teacher education in Utah to be submitted to the State Advisory Committee on Teacher Education. The satellite conferences were held in Logan, Ogden, Salt Lake City, West Jordan, Provo, and Cedar City. Approximately 120 educators participated.

At the conclusion of these conferences, the Executive Committee of UATE synthesized the responses gathered and formulated the following recommendations:

1. That the State Advisory Committee support, identify and study roles and relationships and various collaborative arrangements in teacher education as they affect the cooperating teacher, administrators, district personnel, clients, learners, university and state office of education.

2. That the State Advisory Committee investigate formation of a network of learning resources that would provide information and support services for teacher education to school districts and teachers throughout the state.

3. That the State Advisory Committee foster multiple means for the education of teachers and the accountability of teacher educating agencies for the effective performance of teachers.

4. That the State Advisory Committee investigate models of teacher education that blend preservice and inservice as an ongoing growth continuum.

For the 1980 Spring Conference, the Executive and Program Committees adopted the theme, "Roles and Relationships in Teacher Education" from the first of these recommendations. It is hoped that year-long focus beginning with the Spring Conference will clarify and develop this recommendation into meaningful action. Subsequent annual conferences will emphasize the remaining recommendations although not necessarily in sequential order.

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PROGRAM

9:00	Registration	University Center
9:30	General Session	Auditorium
	Conducting Introductions Announcements	Don Lennberg, President Utah Association of Teacher Educators
	Welcome	Stanford Cazier, President Utah State University
	ATE Action Program 1980	Max Berryessa, President-Elect Utah Association of Teacher Educators

Symposium - "Roles and Relationships in Teacher Education"

1. The Role of the Preparing Institutions
   Oral L. Ballam, Dean
   College of Education
   Utah State University
2. The Role of the School Districts
   Henry Jolley, Superintendent
   Garfield School District
3. The Role of the State Office of Education
   Lerue Winget
   Associate Superintendent
   Utah State Office of Education
4. The Role of the Board of Regents
   Leon McCarrey
   Deputy Commissioner
   Utah System of Higher Education
5. The Role of the Organized Profession
   Daryl McCarty
   Executive Secretary
   Utah Education Association
6. The Role of the Teacher Center
   Barbara Ing, Director
   Moab Teacher Center

11:15 Break

11:30 Work Session

BREAK-OUT GROUPS

	Discussion Leader/ Consultant	Rm. #
1. The Role of the Preparing Institutions	Max Berryessa/ Oral L. Ballam	313
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3. The Role of the State Office of Education	Vere McHenry/ Lerue Winget	327
4. The Role of the Board of Regents	Clark Webb/ Leon McCarrey	333
5. The Role of the Organized Profession	Eldon Puckett/ Daryl McCarty	329
6. The Role of the Teacher Centers	Dennis Van Avery/ Barbara Ing	324

1:00 Luncheon — Walnut Room

Action in Teacher Education - Report of 1980 ATE National Conference..... Ione Garcia

Lay Person's View of Teacher Education.....
Darlene Hutchison, President
Utah Congress of Parents & Teachers

Awards..... Vere McHenry, Coordinator
Utah State Office of Education

3:00 Adjourn

THE ROLE OF THE PREPARING INSTITUTIONS

Oral L. Ballam, Dean
College of Education
Utah State University

TO PROVIDE A SUPPLY OF COMPETENT PROSPECTIVE TEACHERS WHICH INVOLVES

1. recruitment
2. selection and retention/non-retention
3. preparation
4. evaluation and certification
5. post-preparation support
6. inservice general assistance
7. research and development
8. collaborative efforts

TO CONSIDER IN PROGRAM DESIGN

1. how individual personalities can best adapt to teaching.

2. what it is prospective teachers should know.

3. what it is teachers should be able to do in order to be successful.

4. how preparing institutions can best organize, with local and state education units, to prepare teachers.

5. how institutions and school districts can best assess the results of teacher preparation programs.

TO DESIGN PROGRAMS ON THE BELIEFS THAT

A. Successful teachers need to and can:

1. cultivate a wholesome and effective teaching personality.

2. improve their general knowledge of the world and their own specialty(ies).

3. acquire and improve effective teaching skills which can be taught, modeled, and coached.

4. be involved in and teach a variety of effective instructional modes.

TO PROMOTE THE ASSERTIONS THAT

1. teaching is a profession which in practice is an applied or clinical science involving preparation of professionals to serve people.

2. the teaching profession should be characterized by a common body of practice, including a knowledge base and repertoire of behaviors and skills deemed essential in the practice of the profession.

3. teaching as an applied science is characterized by the process of diagnosis and prescription, by the creative integration of knowledge, and professional skills, and by the effective use of the individual personality and personal styles of human relationships.

4. the purpose of teacher preparation programs is to transform educated persons from lay citizens to professional educators, with the assumption this transformation can be accomplished.

5. while recognizing the importance of a liberal education and specialization in one or more teaching fields, the difference between an educated person and a successful professional teacher is the science of teaching.

6. teacher education is a lifelong process for the professional teacher.

7. like most professional preparation programs, teacher preparation is most effective when it is campus based and field directed, collaborative in nature, drawing upon campus resources for the scholarly environment necessary for liberal learning, research, and professional understandings, and drawing upon the field for identification of needs, laboratory experiences, and direction and wisdom of professional peers.

8. colleges and universities have primary responsibility for the

initial preparation programs, while the local school systems and professional teacher groups have primary responsibility for the inservice growth, each sharing with the other through collaboration efforts, both the initial and inservice responsibilities.

9. like all professions, the teaching profession has multiple clients and draws its authority and support from the individuals, community, state, and nation it serves, and it is obligated to satisfy all of these.

10. teacher preparation institutions should prepare teachers able to respond to national, state and local mandates, expectations, goals, and priorities.

11. teacher preparation institutions must identify manageable objectives, determine the resources necessary to achieve these objectives at a quality level, and then set realistic priorities for the size and diversity of programs offered.

12. the Utah State Board of Education and other accrediting agencies have the responsibility to insure that only those institutions maintaining quality teacher preparation programs be permitted to prepare teachers and recommend them for certification.

13. the Utah State Board of Regents and Utah State Board of Education should maintain a cross agency liaison to insure collaborative action between them concerning the demands, needs, and resources related to teacher preparation programs.

14. in order to meet complex compounding societal demands, initial teacher preparation requires significantly expanded programs extending beyond the typical four-year baccalaureate degree experience.

15. teacher preparation programs should be characterized by humane rigorous criteria for entry, and by minimal exit competencies to insure the beginning teacher is able to perform the essentials for teaching at a safe level.

<u>TO INCORPORATE IN TEACHER PREPARATION PROGRAM FIVE AREAS OF STUDY THAT PROVIDE</u>

1. a general <u>liberal education</u> of depth and breadth.

2. a mastery of the knowledge and understanding related to subject area specialties to be taught.

3. an understanding of the undergirding disciplines which are basic to the profession of teaching.

4. an understanding of the humanistic and behavioral studies in educational foundations that form a bridge between the undergirding disciplines and specific applications of these studies to teaching practices.

5. a body of knowledge of practice and repertoire of behaviors and skills to be provided in professional studies and practice.

TO DESIGNATE AND PROMOTE PREPARATION IN BASIC CLUSTERS OF CAPABILITIES AND MODES OF INSTRUCTION THAT PROVIDE

1. a sound general knowledge of curriculum is needed by teachers in order that responsible planning for pupils can be done with assurance no essential learning considerations are overlooked.

2. necessary elements to assure competency in teaching major basic skills of:

   a. literacy
   b. life maintenance
   c. personal development

3. skills necessary for teachers to apply individual and group management procedures to pupil and class management.

4. opportunities for prospective teachers to be prepared for involvement in appropriate and skillful professional interactions.

5. human actualizing skills to promote attitudes within students that they bear considerable responsibility for their own learning environment through student-student relationships.

6. skills necessary to deal with exceptional conditions for the educational benefit of all students.

7. knowledge about the need for skills in, and opportunities to, confer and refer to improve teaching effectiveness.

8. a variety of understandings and skills necessary for individualized teaching.

9. opportunities for prospective teachers to develop and/or understand professional values.

TO TEACH AND MODEL MODES OF INSTRUCTION SEQUENCED FROM

1. direct instruction in which the student in teacher preparation is the object to

2. intermediate transitional instruction in which the student begins to take more initiative from managing his own learning using special resources and laboratories, and finally to

3. instruction in which the student is confronted with complex clinical, field, and internship experiences and expected to respond in a skillful and professional manner.

CONJECTURES AND CONSIDERATIONS

A. Serious consideration should be given to:

1. extended time for professional teacher preparation.

2. productive methods of needed collaboration and field directed relationships.

3. unified support, both formal and informal, of improvement practices and procedures.

4. quality, understandable, defensible, and enforceable accreditation standards and actions.

5. both an increase in and redistribution of resources.

6. criterion referenced standards of accomplishments.

7. effective ways limited institution resources can be best utilized for inservice collaborative efforts.

8. methods by which teacher (teaching) problems can be identified and researched, and if solutions are found, methods by which the solutions can be demonstrated, disseminated and utilized to assist teachers.

THE ROLE OF SCHOOL DISTRICTS IN PRESERVICE AND INSERVICE TEACHER EDUCATION

Henry E. Jolley, Superintendent
Garfield County School District

In a recent survey which I conducted in the forty school districts of the state of Utah, the following comments point out some of the concerns of the superintendents of the state with regard to preservice and inservice of our professional teaching staff.

1. In your judgment what influence do the school districts of the state presently have on determining preservice requirements for teacher training?

   a. Five responded that they had a very great influence.
   b. Four responded a significant influence.
   c. Six responded a moderate influence.
   d. Sixteen responded a slight influence.
   e. Four responded no influence.

2. In your judgment what influence should school districts have in determining preservice requirements for teachers?

   a. Sixteen responded a very great influence.
   b. Fifteen responded a significant influence.
   c. Three responded a moderate influence.
   d. One responded a slight influence.
   e. Zero response on no influence.

3. Whom do you believe should have the primary responsibility for supervising student teachers?

   a. University personnel - 2
   b. Supervising teacher - 10
   c. Responsibility should be equally shared - 22
   d. Other - 1

4. Some have proposed that an effective way to accomplish the supervision of student teachers is for the universities to train cooperating teachers and then for the cooperating teachers to have the major

responsibility for supervising the student teacher. What is your opinion of this approach?

a. Thirteen said it was a good idea.
b. Sixteen said it was a fair idea.
c. Six said it was a poor idea.

5. In your judgment what is the best procedure for identifying cooperating teachers?

a. Let the volunteers take turns - 2
b. Identify the most able teachers in terms of principle nominations - 22
c. Develop an application of specific criteria - 6
d. Other - 1
e. Combination of b and c - 3.

6. Do you believe that particularly outstanding cooperating teachers should be assigned more than one student at a time to supervise?

a. Five said yes.
b. Thirty said no.

7. If a cooperating teacher supervises more than one student at a time, should he or she be given additional compensation?

a. Nineteen said yes.
b. Thirteen said no.

8. Should student teachers be required to spend more or less time in the classroom than is presently the case?

a. Twenty said more.
b. Zero said less.
c. Twelve said just like it is.

The comments from the superintendents of the state indicate that more time as a student teacher would be beneficial. The notion of internship was treated heavily. A number of the superintendents felt that prospective teachers should have some student teaching experience as a junior with the final and polishing touches as a senior. The recommendations ranged from nine weeks to a semester with most of them recommending a full year for student teaching, or an internship.

The next area I would like to treat briefly would be that of inservice teacher education. I surveyed the superintendents on the subject of inservice.

1. Do you believe school districts presently have a large enough voice in determining the inservice opportunities for their own teachers?

   a. Twenty-eight said yes.
   b. Four said no.

2. Do you believe the needs of your school district are reflected in the inservice opportunities presently available to teachers?

   a. Twenty-three said yes.
   b. Eleven said no.

3. In your estimation, what could be done to make inservice training more responsive to the unique needs and characteristics of your school district?

   There were as many recommendations as there were responses with some commonalities among the many responses. Many of them alluded to the importance of the relationship among universities and local school districts in providing inservice for teachers. Many indicated that there may be a need for cash incentives for teachers to get involved. There were suggestions of increasing the school year for teachers so that inservice days could be spread throughout the year. There are a number of comments with regards to finances for school districts. School districts could utilize some source of funding to provide inservice for the professional teaching staff. Many comments alluded to the fact that school districts have a great potential for providing inservice, but due to lack of leadership and sometimes courage, they have not provided the appropriate inservice for their teaching staff.

   Everyone agreed that the responsibility for inservice should be centered with the school district, with the state agency and the universities as resources to meet the inservice needs of the professional teachers in each school district.

In summary, I believe we have discovered that there needs to be a stronger position taken by school districts to work and initiate partnerships with universities in order to design preservice programs to meet the needs of the future professional teacher. School districts need to make a closer

assessment of the resources and utilize the universities and State Office of Education in planning for their inservice programs.

THE ROLE OF THE STATE OFFICE OF EDUCATION IN TEACHER EDUCATION

Lerue Winget, Associate Superintendent
Utah State Office of Education

The role of the State Office of Education in teacher education is rooted in the overarching constitutional role of the State Board of Education for general control and supervision of the public school system and in specific statutory responsibilities stipulated by the state legislature. These combined sources have vested legal authority in the State Board of Education for defining acceptable teacher education programs, prescribing the requirements for teacher certification, and issuing, reissuing, and revoking certificates. The central aim behind this vested authority, of course, is reasonable assurance to the public that those who teach will have been carefully chosen and prepared.

Teacher certification and related matters have played a central role in the responsibilities of the State Board of Education throughout its history. This is to be expected since it is axiomatic that quality education and effective teaching are but two sides of the same coin.

Coordinating and Facilitating the Preparation of Teachers

The State Office of Education is the administrative arm of the State Board of Education. How this office manages its responsibility for teacher education is, of course, of great importance. The agency has tried to see the role as a facilitative, coordinative one and to put mechanisms into place to assure such operation. T. M. Stinnett, writing in a national document several years ago stated: "As has been pointed out several times, the state departments of education, without exception, seek to exercise these powers in a democratic, cooperative manner, not unilaterally or arbitrarily."[1] This has been and still is true for Utah.

The State Office of Education has sought to coordinate the input of the various groups concerned about teacher education, mainly through the following means: (1) the use of a statewide teacher education advisory

[1] T. M. Stinnett, Chapter 9, Education in the States: Nationwide Development Since 1900, Council of Chief State School Officers, Washington, D.C., 1969, p. 414.

committee, (2) bringing together groups affected by proposed major changes to look at and share ideas, (3) public hearings when standards are being considered for official adoption, and (4) adoption of policies and standards by the State Board of Education in open meeting. These arrangements seem to provide the checks and balances needed. If they don't, you shouldn't be bashful about bringing up concerns in the break-out group session.

Another area of coordination for which the agency has responsibility was brought about through recent revisions of ESEA Titles IV and V wherein the federal education department is required to secure from state boards of education comprehensive plans for the coordination of all state and federal funds involved in pre and inservice education. The plan as currently drawn provides for a coordination council (committee) made up of representation from the groups involved. If properly handled, this plan could be helpful and provide the basis for further long range planning.

In regard to facilitation, the Office has made its staff available in a consulting role to institutions, agencies, and associations.

It has provided some research assistance to institutions and districts in the area of teacher education from time to time.

The Office has followed with interest and provided encouragement for such efforts as: (1) careful selection procedures for admitting candidates to teacher education, (2) early and extensive laboratory experience, (3) collaborative programs between institutions and school districts--both on a basis of special shortages and on a continuing basis, (4) movement in the direction of competency-based teacher education, (5) the teaching skills program, and (6) the defining of teacher education as a discipline or a common body of practice.

Defining Teacher Education Requirements and Procedures

Now to discuss teacher education requirements and procedures in terms of the State Office role and raise some relationship issues.

Approved Program Approach. The State Office, with the support of the education family made a major shift in 1966 when the old procedure of requiring specific courses was dropped and the "approved program" procedure was substituted for it. The belief was that the new approach would give flexibility needed by institutions and allow for desirable innovations and alternatives with a minimum of state prescription.

After 15 years of experience, is the Office satisfied that this is the best approach? There has been no expression of desire from institutions to go back to the former procedure. There have been expressions from the field in recent years that this has given too much power to institutions to place, on occasion, unreasonable demands on candidates for certification. In the State Certification Committee meetings, there is frequently wide variation in assessments among institutions of what is required of an individual to complete certification in a given field, and the candidate, therefore, shops around for the "best deal."

Approving Teacher Education Programs and Accrediting Institutions for Teacher Education. Over the years, the matter of approving teaching education programs and accrediting higher education institutions for teacher education has constituted serious problems for the State Office of Education and the institutions. Such questions as the following are persistent ones:

What standards or criteria and guidelines should be used?

What processes for evaluating an institution or program should be followed?

What personnel should be involved in the evaluation?

How should the evaluation work be paid for?

How can NCATE and USOE evaluations best be coordinated for most effective and efficient results?

The Number and Kinds of Certificates. The number and kinds of certificates is a nagging problem. Special education certification is currently under consideration and the revisions are projected to result in one less endorsement. There is also under consideration at the present time the combining of the administrative and supervisory endorsements into one. This, of course, also has role relationship implications for higher education.

Giving Leadership to and Participating in Inservice Education

There are a great many expectations on teachers to keep up with emerging needs, from international education to doing a better job in the basic skills to mainstreaming handicapped students in the regular classrooms, to better meeting individual needs of all, etc. State Office personnel and institutions of higher learning must provide assistance to districts, likely more often than not at the invitation of the district.

Another persistent inservice problem is in the area of help to teachers teaching outside of their fields of preparation. Personnel from districts with small schools have indicated that the state is not adequately preparing teachers for the rural schools. Much of the concern pertains to the fact that teachers in small schools must teach several subject areas--particularly, but not exclusively, if they are coaches. Even in schools not defined as small, the phenomena of teaching subjects outside of one's field of preparation is not unheard of although it is less common. At least part of the answer to this lies in some collaborative inservice or during-service effort among the districts, the institutions, the State Office of Education and those individuals involved.

Providing Administrative Services for the Professional Practices Commission

The State Office of Education provides administrative services for the Utah Professional Practices Advisory Commission. This Commission was established by specific statute and has been very helpful in dealing with cases involving questions on revocation of certificates. In recent years the Commission has also involved itself in peer reviews. The feedback from this activity is mixed--with some superintendents, for instance, expressing negative concerns.

Summary

In summary, the role of the State Office of Education in teacher education is one of:

1. Coordinating and Facilitating.
2. Defining Teacher Education Requirements and Procedures.
3. Giving Leadership to and Participating in Inservice Education.
4. Providing Administrative Services for the Professional Practices Commission.

The agency attempts to carry out the work in a democratic, cooperative way. Some issues pertaining to relationships among those involved have been pointed out, and recertification has barely been mentioned.

The public school system in Utah is an ongoing effort to prepare personnel to keep education effective and to enhance it.

THE ROLE OF THE BOARD OF REGENTS IN TEACHER EDUCATION

Leon R. McCarrey, Deputy Commissioner
and Director of Academic Affairs,
Utah System of Higher Education

Perhaps the best place to begin in discussing the role of the State Board of Regents in teacher education is to quote from the Higher Education Act of 1969, in which the State Legislature established the Board and described its purpose:

> It is the purpose of this act to afford the people of the state of Utah a more efficent and more economical system of high quality public higher education through centralized direction and master planning providing for avoidance of unnecessary duplication within the system, for the systematic and orderly development of facilities and quality programs, for coordination and consolidation, and for systematic development of the role or roles of each institution within the system of higher education consistent with the historical heritage and tradition of each institution.

Among other things, the Board was charged to "establish and maintain an up-to-date master plan which shall include but not be limited to:

1. Statewide planning of public higher education in terms of aims, purposes and objectives of the system as a whole:

2. Establishing and defining the role and programs of each institution within the system:

3. Establishing criteria for and determination of the future needs and requirements for new programs and new institutions and/or the elimination, curtailment, or consolidation of existing programs and facilities:

4. Providing for the initiation and financing of such projects as are deemed necessary to meet and satisfy the projected patterns of growth and maintenance; and

5. Establishing criteria for and determination of the operating and capital budgetary needs of each institution and the system as a whole."

The Board was also directed to "establish procedures and policies for considering institutional proposals for substantial alterations in the scope of existing institutional operations; such changes shall not be made without the prior approval of the State Board of Regents."

Again, quoting from the Utah Higher Education Act:

> A substantial alteration shall be defined as the establishment of a branch, extension center, college, professional school, division, institute, department, or any new program in instruction, research, or public services or any new degree or certificate.

Furthermore, the State Legislature specified that "The Board shall conduct periodic reviews of all programs of instruction, research and public service at the member institutions of the state system of higher education, including those funded by gifts, grants and contracts, and may require modification or termination of any program. Prior to requiring modification or termination of any program. Prior to requiring modification or termination of any program, the Board shall give the institution concerned adequate opportunity for a hearing before the Board."

Since formation of the Utah System of Higher Education in 1969, one of the areas in which master planning has occurred is, of course, teacher education. In 1972, an ad hoc advisory committee on teacher education, with representation (education deans and academic vice presidents) from each of the state's teacher education institutions, completed A Master Plan for Teacher Education in Utah. As most of you know, role assignments were made for various institutions to prepare teachers and administrators in the various fields of study. This master plan has been kept current through action taken by the Regents in approving new degree program proposals from the colleges and universities, as well as through periodic review of existing programs.

The rationale for statewide master planning, for regent approval of new degree programs, and for the periodic review of existing programs is that a state, particularly a relatively small state with limited resources, must do more than merely preserve a multiplicity of relatively like institutions. In order to best serve the needs of students and the general population it is essential to differentiate among institutional roles; providing plurality of educational institutions, opportunities, and meaningful alternatives.

In an era of great expansion and growth, such as witnessed during the 1960's, it was defensible to develop new programs to meet perceived and real institutional, faculty, parental, and student demands and needs. Conversely, during periods of enrollment decline, steady-state and inflationary new program requests must be refocused more sharply on real needs. Thus, in addition to the institutional perspective, a statewide/regional assessment of whether proposed or existing programs meet the actual needs of a community, state, or region are imperative.

In times of economic uncertainty, with limited resources, it is particularly crucial that coordination and cooperation occur between and among institutions within the state system of higher education. And, as you will concede, the nature of the beast is such that cooperation does not automatically transpire between competing institutions. It is a simple fact of life that individual institutions cannot always satisfy the diversity of educational and social needs of a state, community, or region, thus statewide planning and cooperation become essential.

All of the above are not to suggest, however, that role assignments of the Regents and State Master Plans are forever binding and cannot change with the times. Master Plans can be and are updated, and role assignments do change when change is warranted. A good example of this is the teacher quota system adopted by the Regents as a part of the 1972 Master Plan for Teacher Education. When it became evident that the previous surplus of teachers was on the decline and that teacher education institutions in the state were not approaching their recommended quotas and had not for several years, the quota system was abandoned by the Regents as being no longer needed. The quotas had served their purpose, colleges of education were able to be more selective and improve the quality of those graduating, and the teacher surplus largely disappeared.

Thus, master planning is an ongoing process and it must remain so. One is reminded of what a teacher asked one of his students about a report he had prepared. "This report you wrote about your neighborhood is exactly the same as the one your brother did last year. In fact, it's word for word," said the teacher. "Well, it's the same neighborhood," replied the student.

Master plans cannot remain static, because neighborhoods change, institutions change, and so do communities and constituencies served by our colleges and universities.

The role of the Regents in teacher education is to accurately assess needs, be in tune with the times, and fulfill the legislative mandate to set policies

and make role assignments at the various state colleges and universities that will avoid unnecessary and expensive duplication of resources and effort, while increasing quality and establishing peaks of excellence in the programs that are offered to the public.

THE ROLE OF THE ORGANIZED PROFESSION IN TEACHER EDUCATION

Daryl J. McCarty, Executive Secretary
Utah Education Association

The positions and statements made are:

1. as a devil's advocate
2. in the nature of positive criticism
3. hopefully, to challenge your thinking and beliefs
4. sure to anger you somewhat
5. hopefully, to at least make you feel uncomfortable.

The basic text used is the "recommendations and concern" paper which was received this morning, particularly "Section 1, alternative ways to organize, govern, and coordinate teacher education, 1.1, parties in teacher education, (a) are logically teachers, school districts, colleges/universities, and the State Office of Education; (also the organized profession?)."

Your attention is particularly drawn to the "organized profession" with a question mark. It appears to have been an afterthought.

The role and action of the professionals, through their organizations (the united teaching profession), have been misread and misinterpreted by looking--from the outside--narrowly at what is going on:

1. Efforts to obtain adequate funding for education, and

2. Working for improvements in educators' salaries and fringe benefits.

Obviously, these <u>are</u> the basic needs of education.

However, no longer are educators scared hired hands, to be talked down to. They are concerned about education, collectively and inclusively. This is as true for educators, as any other group of professionals.

One could refer to what has been happening as the "seeping down" theory. Everything comes down from others to the practitioner who is now insisting on the "bubbling up" theory. The practitioner must have more to say about the training aspects for educators, as well as other important areas affecting them and education.

No other profession is so controlled by those not a part of the profession as is education. Decisions are outside of the control and purview of the professional. All policy and major decisions involving and affecting education are made by lay members of our society, not the practitioner. This includes the preparation of teachers and other educators, as well.

It is the old "we know what is best for you" attitude.

A philosophy says that in order to bring about change, you must first upset the equilibrium. From then until the equilibrium is reestablished, there is a stage called "chaos." During this period, those desiring change are fighting to keep things from returning to what they were. Those fighting change push to keep things as they were (are).

Under the sections of the "recommendations and concerns" mentioned earlier, you will note that the groups mentioned (school districts, colleges/universities, and State Office of Education) are all institutions, very well organized. Individual teachers are mentioned.

The organized profession, as an institution, should be called upon to represent the practitioner. Thus, educators would be represented on the same basis as the other organizations.

A possible theme regarding the necessity to involve the organized profession could be "try us, we think you will like us."

THE ROLE OF THE TEACHER CENTER

"TEACHER CENTERS - WHAT, WHY, HOW"

Barbara Ing, Director
Moab Teacher Center

What is a teacher center? This question is often asked at any meeting where teachers gather. In Moab, the teacher center motto is "Teachers helping teachers help kids." Now who could argue with that? In some places, teacher centers have been greatly misunderstood! What is a teacher center?

1. A teacher center can be a place where teachers come together to receive instruction.

2. A teacher center can be a staff of advisors to go out to teachers and work with them in their own schools.

3. A teacher center can provide fresh curriculum materials and lesson ideas.

4. A teacher center can help teachers to become involved in new learning pursuits of their own, this helps to reacquaint them with the learning process.

5. A teacher center can provide opportunities to share ideas and practical teaching experiences.

6. A teacher center can provide inservice programs and college credit classes.

These are common characteristics of teacher centers, but teacher centers do not have to be alike--they can be whatever the policy board sees a need for. Some not so common teacher center examples: Vallejo, California, has a series of three inservice workshops for teachers and administrators based on Madaline Hunter's research. There are teacher centers in Maine and New York City that are compiling teacher material in computer banks. Teacher centers can be resource brokers providing information and services that are needed by teachers. The New Orleans Teacher Center is a recycling center.

So, what is a teacher center? It is a staff development, inservice program based on teachers' needs, voluntary participation, and teacher guidance of the center (hence the s' on Teachers' Center).

Why do teachers go the the Teachers' Center?

Things are available at the teacher center.

People, staff and other teachers are there and both are present in a non-threatening atmosphere.

Educators are at different stages of development and have different needs. It seems there are different levels of teacher needs, a bit like Maslow's hierarchy. Persons who have been working with teacher centers five to ten years have found this to be true.

1. A teacher needs to feel successful as a person with colleagues and students--to be accepted by them.

2. A teacher needs to feel successful as a teacher on terms established by the local community--to provide meaningful service to their employer. This is the make it, take it, get it together for Monday, bulletin boards, and managing reading groups.

3. A teacher needs to feel successful in terms established within the self.

Once this stage is reached, new concepts aren't frightening. This stage brings reflection and philosophic discussions, curriculum changes and sharing with others.[1]

Stages two and three can vacillate when setting new goals.

Teachers have different learning styles too, the same as students--right brained teachers, left brained teachers, active and passive learners and any other learning style. The teacher center can help to meet these individual differences.

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[1] Peter Martin, "A Teachers' Center for Nine Rural Towns," Occasional Paper, No. 2 (San Francisco: Teachers' Center Exchange, Far West Laboratory for Educational Research and Development, December 1977, pp. 4-6)

Probably the most common type of teacher center is a "drop in site," where professional resources and materials are available to teachers. At this location there may often be a scheduled workshop or a group meeting. This is the type of teacher center located in Moab.

The sponsoring agents can be local school districts, colleges, regional service centers, individual schools, or state or federal governments. In some places, they are sponsored by membership fees, private grants, and even industry, or a combination of several. But the program provided by the teacher center is geared to the needs of those the center is obligated to serve.

A definition of a teacher center has been made by Dr. Amity Buxton of the Oakland Teacher Center. Amity has been in centering almost ten years now. "Teacher Centers are places and programs for staff development that are designed and used by teachers on their own volition to fill their self identified training and curriculum needs."

A lot said! "Teacher Centers are places and programs for staff development..." That part is easy; however, the remainder of the sentence is the new wrinkle and may be hard for some to accept. "Teacher Centers . . . are designed and used by teachers on their own volition to fill their self identified training and curriculum needs."

Programs might be designed by interested teachers, but this might really refer to the policy board. (Perhaps the word "policy" has caused a lot of misunderstanding. The policy is made by the district school board and teacher centers must function within those rules.) The teacher center governing board has a majority of teachers as mandated in the federal regulations (January 11, 1978), if you are interested in the federal program. However, teacher center governing boards should have representatives from all areas that it serves. This board makes decisions about the teacher center programs and budget.

The next point is that teacher center programs are voluntary. Teachers participate because they have a desire or need. The Moab Center does not pay participants, only the workshop leader; and teachers receive no inservice credit. This could easily be done, though, if there was a need.

The final point is that the programs are based on teacher perceived needs. What meets someone's needs today will be someone else's need next month. Every staff has turn overs and reassignments, so many programs need to be repeated. However, needs assessments are ongoing.

It is true that everyone will not use the teachers' center, but just because attendance is required does not guarantee learning is taking place. Often the sleep those persons get do them more good.

What about the high energy people? They should not be cast off with the idea that they will manage to find the answers they are seeking and keep themselves busy--a phrase all too often used in the past about gifted and talented students. Why wouldn't teacher centers be a welcome resource for these people? Growth seeking people need help too! These people often "burn out" quickly if there is no support for them. If these high energy people constitute only 10 percent of the staff, their attitude affects the other 90 percent to some degree.

The following is the goal statement in the Moab Teacher Center document:

"The primary goal of the Moab Teachers' Center is to serve the learning needs of all students by strongly supporting the professional needs of the teacher. The concept will promote teacher self renewal through the use of its facilities and programs."

No one in education could really quarrel with this goal. If you have made education your career, you would surely agree that education is a life long learning process. Teachers are all in different stages of development, no matter the subject that they may undertake to study; and they need support from someone all along the way.

Teachers in the classroom have been asked to make a lot of changes in recent years--new math, individualized learning, back to basics, competency testing, and teachers as advisors. School organization has changed too, i.e., open schools, middle schools, alternative schools, and now fundamental schools. How about some social changes? In some places, this could be desegragation or bussing for necessary space, closing schools, building schools, double sessions, and P.L. 94-142. Changes in education have been many and frequent, and change takes time.[2]

Margaret Mead provides a model of change. The rate of change and the structures for passing the information are the important factors in change. If change is slow and gradual, information and experience is passed from

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2 Alanson Van Fleet, "Teacher Centers as a Social Phenomenon: An Anthropological Inquiry." The High School Journal, Volume 63, No. 1, October 1979, pp. 5-11.

the elders to the young--a vertical framework (past--figurative cultures). However, if change is going on within the group, this vertical framework is not enough. Now there must be an additional way--a horizontal framework. Because the elders have not had the experience to relate to the younger members, these younger members look to their peers for solutions to problems facing them (cofigurative culture).[3]

This is happening in the educational information and teacher education process.

Most of the time decision makers have encouraged changes but often they have been no more experienced than the person on the firing line--the building principal and the classroom teacher. These people have had to make it work, so they have turned to one another for practical advice. This idea of teachers helping teachers has brought another change--the Teachers' Center. Teachers across the nation have provided a way to establish training programs that directly meet their needs.

Teacher centers cannot answer all the problems of staff development, but it can be a very important component. It would be a disaster for a teacher center to claim it was the answer for all inservice. It is a non-threatening alternative for those who choose to participate and recharge their own energies.

Teacher Centers--How?

Teacher centers can be found in many colleges and universities as well as other educational agencies. There is a teacher center at the University of Colorado in Boulder. North Dakota has had a teacher center system for several years. It helps them to serve teachers in the "far out" country--Universities of Southern Illinois, Massachusetts, Connecticut, and Minnesota to name a few. These centers generally state that they want their teacher center to be the common ground for professor and classroom teacher and to learn from one another. One would like to see the college-teacher center link grow in order to provide classroom teachers with research results that could be interpreted and put into practice. That time gap is presently a big one.

The higher education representative to the Moab Center is Dr. H. K. Hancock, the continuing education director for Utah State University in

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[3] Ibid.

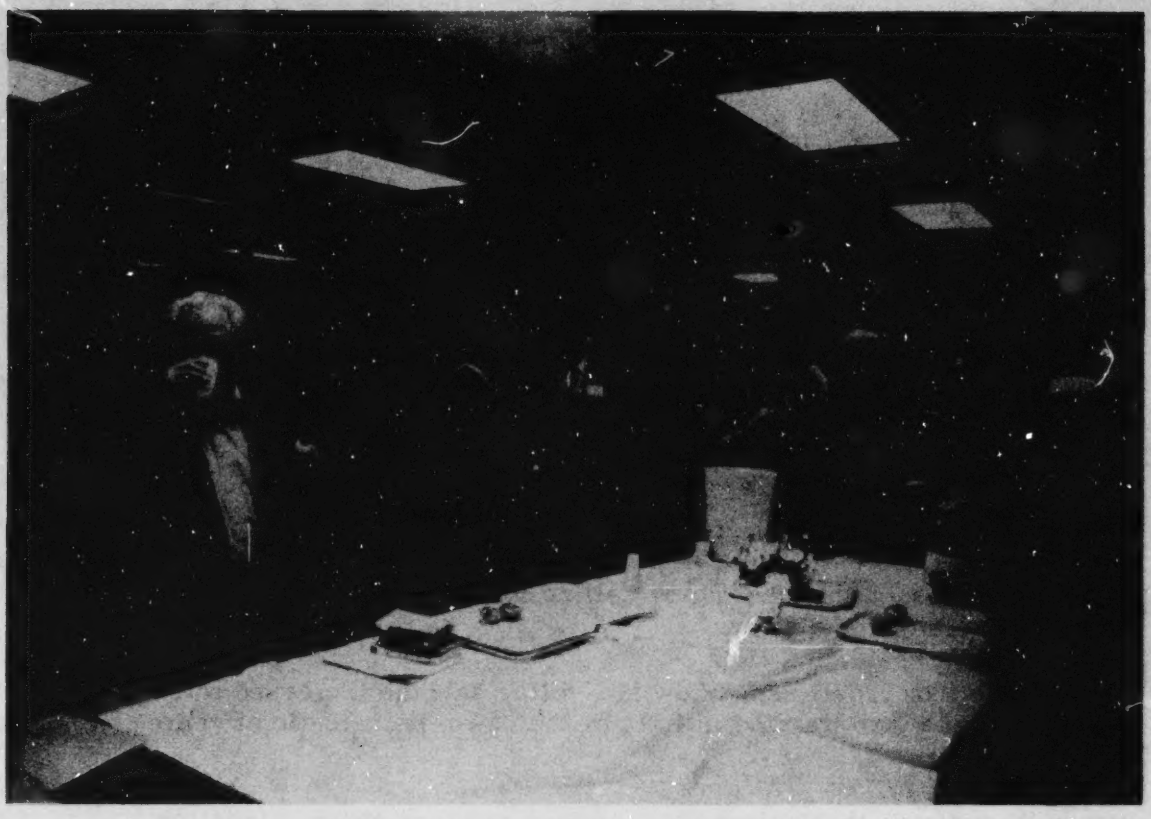
Moab. The Teacher Center has had nothing but excellent cooperation with this institution. They need each other. Last year in this small district over 100 credit hours were earned by teachers from teacher center promoted classes. That does not include any other classes in which teachers may have enrolled. Teacher Centers and colleges go together. Every week the Teacher Center receives newsletters from other centers. With very few exceptions, they are advertising an upcoming college class or two. The recertification procedural change recently has brought a lull in Utah as far as teacher involvement in credit classes is concerned; but be patient, the majority are just taking a deep breath. (Like the dieter who takes a break, but soon finds out he/she needs to get back on with the diet.) Moab teachers have been most active--1,000 plus hours were spent in workshops last year and 800 plus hours the first six months of this year with no credit of any kind; and most classes were held after school hours. While release time is available, it is not a big thing for a variety of reasons.

A teacher center can also be valuable for preservice. The Moab Teacher Center had a Title I Aide that decided she wanted to finish her degree to become an elementary teacher. She had about one year of work to finish. She went to Cedar City for some course work and returned to Moab to do student teaching. That young lady was at the Center several times. She looked through our materials, she participated in workshops with teachers, and she made teacher contacts and friends. In the Teacher Center, it was good. Maybe at a university site, it would be important not to have it top heavy with students; but that could be worked out.

If you would like to be involved in a teacher center, form the policy board, get some good discussions or a project going to create some interest, conduct some type of needs assessment, and seek out support and your teacher center is well underway. A teacher center can be an umbrella for a lot of programs for teachers, students, parents, and community persons. All of the new programs that come along have inservice dollars attached, and many school systems have beautiful media resource centers already in place.

In order for a teacher center to function, the inservice that is provided must relate closely to the day-to-day job needs of the clients. Teachers must have a voice in determining the content and delivery system for the inservice; and, most important, there must be trust and communication among all persons involved in the educational system. That is a big order, but it can be done.

BREAK-OUT SESSION OUTCOMES



PREPARING INSTITUTIONS

Discussion Leader: Max Berryessa
Consultant: Oral L. Ballam
Recorder: Russ Carruth

The discussion centered on the question, "Should the colleges of education have the responsibility of following their graduates into the classroom for assistance during the first year of teaching?"

Acknowledging that there are significant problems to be resolved in the effort, there was concurrence upon the following directions to be taken:

1. Teacher preparation should involve an earlier exposure to and longer time involved with the practical requirements of the teaching profession.

2. In close collaboration, teacher training institutions and public schools should make stronger recommendations concerning students whose success as teachers may be questionable.

3. There should be, for prospective teachers, a longer time involved in the educative process with children and having the benefit of mutual assistance from both the training institution and the public school.

SCHOOL DISTRICTS

Discussion Leader: Ione Garcia
Consultant: Henry Jolley
Recorder: Martin Phillips

Preservice Training

Dr. Garcia opened the meeting by calling for comments and questions about the role of the district.

Bob Radtke (Box Elder) asked how Mr. Jolley saw the increased role of districts' inservice training in light of the new recertification requirements.

Mr. Jolley stated that he sees a continued need for higher education classes because of salary scale ties to college class work. He also sees a need for increased district-sponsored inservice programs.

Mr. Jolley commented on the process by which cooperating teachers are selected to work with student teachrs. More objectivity in the process might be appropriate so that the best teachers (master teachers) can be identified and given leadership roles.

General agreement was expressed as to the need for identifying master teachers.

Mr. Jolley charged the State Board with the responsibility of setting standards for identifying master teachers.

Dr. Garcia expressed concern for the selection process to include the official chain of command.

It is much easier to identify bad traits than to identify good traits of a master teacher.

A process of identifying the traits of a good cooperating teacher is needed.

A preparation program for training master teachers is needed.

It was suggested that the Department of Elementary Education, Utah State University's criterion of identifying master teachers, be made available to the districts.

One of the greatest needs is to standardize the process by which student teachers are placed and trained.

Training seminars for cooperating teachers have shown success at Brigham Young University. Agreement was expressed as to the need for such a workshop; perhaps one of the summer workshops can be set up for that purpose.

The University of Utah's plan for preassignment workshops and communication between prospective student teachers and cooperating teachers was presented as a possible vehicle for establishing the much needed liaison between university and district level educators.

Mr. Jolley asked the participants to comment on the time spent by students in the intern program. He observed that more time should be devoted to student teaching.

Preservice exposure to the classroom seems also to be needed.

Quality experience is needed in the student teaching program.

The universities generally overburden close districts and deprive rural and more distant districts of student teaching placement.

Close cooperation between university and district personnel might be enhanced by exchange programs between the two.

Teachers need to have training in dealing with other adults in the class as observers or in active roles.

Many teachers do not want student teachers because of time and other constraints.

It must be remembered that student teachers make contributions to their students and cooperating teachers, as well as learning from them.

Mr. Jolley stated that inservice is possible, but it requires money. Educators need to build a process for inservice (including university personnel to give expertise to smaller districts).

STATE OFFICE OF EDUCATION

Discussion Leader: Vere McHenry
Consultant Lerue Winget
Recorder: Don Francom

There is no requirement for teacher centers in relationship to recertification. It is not necessary for credit to be tied to a university.

Inservice credit given at teacher centers should be documented regardless of whether or not it applies to recertification.

There is some evidence that school districts are getting involved in preservice programs nationally.

It was reported that the University of Utah requires acceptance to the Education Specialist Degree Program for administrative certification--Brigham Young University does not.

In discussing administrative endorsements, one general endorsement was suggested (combining levels as well as administrative and supervisory endorsements).

Issue discussed as to whether or not counselors should have teaching experience. No suggested solution.

The responsibility that teachers and districts work out recertification requirements is superior to what has been done.

Middle education preparation programs are being developed. Southern Utah State College has a program approved now and other institutions are working toward that goal.

Endorsements now offered:

K-3	Early Childhood
1-6	Elementary
5-9	Middle Education
7-12	Secondary

Reservation was expressed about a certificate for gifted and talented teachers. At the secondary level, gifted and talented will separate themselves out into A.P. courses, orechestra, etc.

Basic areas targeted for consolidating certificates are special education and administration/supervision.

Current	Proposed
Emotionally Handicapped)	(1) Resource
Intellectually Handicapped)	
Learning Disabilities)	(2) Severely Handicapped
Communication Disorders	
Deaf	
Visually Impaired	
Elementary Administration)	
Secondary Administration)	Administration/Supervision
General Administration)	
Supervision)	

Secondary administrators are becoming more like business managers rather than instructional leaders.

Professional certificates require one renewal with credit, where the Basic Professional Certificates do not. The options should be the same for both certificates. Such a proposal is currently pending Board action.

Handling inconsistencies among colleges/schools of education was discussed. No solutions were given, except that items which are required in the endorsement should be insisted upon by the State Board.

Reservations were expressed about the peer review program. Teachers are not open enough to have others come into the classroom to observe.

BOARD OF REGENTS

Discussion Leader: Clark Webb
Consultant: Leon McCarrey
Recorder: Larry Hughes

Dr. McCarrey addressed the concern educators expressed regarding the imposition of quotas in teacher education as a means of meeting budget

restrictions and improving the quality of teacher preparation. His response was that a quota system had been used in Utah in earlier years and had not been successful (the number of individuals applying for entry into teacher education programs was smaller than the quota established), and he does not foresee a return to the quota system.

Dr. McCarrey reiterated the Board of Regents' responsibility in program development. The Board of Regents is responsible for approving new degrees, the addition of new programs and new courses. He indicated that the State Board of Education was responsible for the certification requirements in teacher education programs and that teacher education institutions were responsible for the restructuring of programs. He emphasized the need for cooperative efforts between the State Board of Education and teacher education institutions in establishing certification requirements and courses to fulfill these requirements.

Dr. McCarrey emphasized that the Board of Regents will continue to seek legislative funding for teacher education programs as a means of meeting the teacher demand forecast for the state of Utah.

The Board of Regents supports the restructuring of teacher education programs that contribute to the improvement of teacher training. This restructuring is not necessarily the addition or deletion of a course of study.

Other concerns expressed by group members were: (1) that teacher education programs allow more field-based experience. Teacher education programs allow more differentiation among levels; i.e., all students should spend time in classrooms at the elementary, junior high/middle school, and high school levels before selecting the level of concentration, (2) that universities and school districts cooperate in the supervision of first-year teachers as a means of improving the quality of teaching in Utah schools, and (3) in an effort to minimize budget reductions, a suggestion that there should be more coordination among the institutional council, deans of colleges of education, and the state superintendent of public instruction.

ORGANIZED PROFESSION

Discussion Leader: Eldon Puckett
Consultant: Daryl McCarty
Recorder: Marti Swan

1. The professional association feels that it needs to be involved with

the universities in the selection of teacher candidates for several reasons:

a. at present, the product coming from the training centers is inadequate

b. the association views it as their role

c. the association will have these people (prospective teachers) in their organization for a long period of time, much longer than the universities and, therefore, would like some input as to how they are being trained.

2. The general consensus of the group was that the incoming teachers are not as competent as they should be and do not fulfill the expectations of the training centers.

3. The professional association would like to have members sitting in on all policy-making committees. The group agreed that this would be good, but did not know how to go about involving the association. Daryl McCarty at this point talked about the newly formed Instructional Professional Development Committee and Lowell Baum, who is in charge of assigning an association member to sit in on policy-making committees.

4. Daryl McCarty explained that the IPD was set up to represent the association when dealing with policy-making committees. Eldon Puckett made a recommendation that these committees use the services of the IPD in the future.

5. There was some discussion of the fact that the general UEA member is primarily concerned with the improvement of his/her salary, not with policy-making decisions. Usually it is the association's administration that is more concerned with the latter.

6. There was a concern voiced by many that teaching salaries are much too low, therefore attracting inferior personnel. The question asked was, "What can be done about this problem?" No solutions were given.

7. The general consensus of the "teaching centers" was good. All felt they were an important part of upgrading the system.

TEACHER CENTERS

Discussion Leader: Dennis Van Avery
Consultant: Barbara Ing
Recorder: George McCulley

1. Moab Teacher Center--history of development

   a. A curriculum committee was established and looked into the concept of teacher centers

   b. From this, a proposal developed and was eventually funded.

2. What the center provides

   a. Research sources
      (1) ERIC terminal and RIE, CSIE

(2) Professional, pub.
(3) Etc.

b. Released time money

c. Travel money

d. A small budget for consultants (outside and inside)

3. Questions from the group

a. What about the staff? How large? What kind?

b. What kinds of help do the teachers ask for? (Survival assistance.)

c. Do teachers just walk in and use the centers for research? (Occasionally.)

d. Will the teachers' needs change?

e. What has this done for teacher morale in the districts?

f. Is the teacher center concept confined to a rural area? (No!)

g. To what degree do school patrons use the teacher center? (Average.)

h. Does the teacher center provide "holistic" teacher support? (A little!)

i. What would happen if the teacher center concept was moved to a university situation? (Great!)

j. What percentage of teachers use your facility? (The number of public school teachers who have used the center is 123 out of 125.)

k. What is the next funding cycle for federal funding? (January 1981.)

l. What are the hours? (Monday through Friday, some nights.)

m. What have been some of the subjects in your inservice programs? (Many and varied.)

n. How many districts in Utah have no supervisory personnel? (?) (?)

o. How large is your budget? ($57,000.)

p. How does one start a teacher center? (Can be done. Start simple and expand.)

q. Do teacher centers do something to bridge the supervisor-teacher gap? (Create a non-threatening atmosphere.)

r. What about perceived needs? (Take care of perceived needs first, then. . .)

s. Can teacher centers be fitted into the adult education concept? (Probably, but more staff is needed.)

t. How do you apply for funds? (Proposal to Feds.)

ACTION IN TEACHER EDUCATION: REPORT OF 1980 NATIONAL ATE CONFERENCE

Ione M. Garcia

The Association of Teacher Educators is the only organization that serves the individual teacher educator at all levels, from preschool to graduate school.

ATE's major goal is to improve the quality of teaching by improving the quality of teacher education. This goal is more effectively achieved by the cooperative efforts of all concerned educators.

ATE members come from a variety of backgrounds and represent a broad spectrum of interests. A large segment comes from the public schools and consists of classroom cooperating teachers, supervisors, and administrators. A growing segment represents those responsible for the in-service efforts of the public schools. Another large group comes from the colleges and universities which are involved in teacher education. Directors of student teaching, college supervisors, professors of education, and college administrators form the nucleus of this group. A third segment represents the public and private agencies and organizations which are interested and involved in teacher education.

Policy formation and direction for ATE is provided by an elected Delegate Assembly. A unique feature of this body, and one mandated by the Constitution, is that half of the voting delegates must come from the public school sector, while the other half may represent higher education or other segments of the membership.

ATE's unique membership makeup, reflecting a wide diversity of individuals directly concerned with, and involved in, teacher education, is sometimes referred to as the "grassroots organization of teacher educators."

At the National Conference, February 17-20, the Association of Teacher Educators, the oldest individual membership organization dedicated entirely to improving teacher education, celebrated its 60th anniversary.

The conference theme, Action in Teacher Education, illustrates what ATE is all about. The setting, Washington, D.C., was chosen to emphasize the growing importance of teacher education. The program was structured in order to provide a wide variety of offerings--over 150 separate sessions.

The program was organized into three theme strands: ACTION--subjects beyond the local level that affect teacher education; TEACHER--presentations related to teacher education as continued growth from preservice to inservice; EDUCATION--experiences which support preparation programs and staff development.

In addition to the sessions, the National Convention provided other activities and services:

Career Opportunity Center: a center which provided services for employers and job seekers
Distinguished Program in Teacher Education Finalists
Exhibits
Festival of Films
Sharing Activities Sessions: an exchange place of innovative ideas about research, teaching strategies, programs and teaching concepts.

Ione Garcia served as a delegate representing the state of Utah. The Delegate Assembly met for approximately eight hours over the three-day period. There were a total of 86 delegates seated.

Because she was still enroute to Washington, D.C., Dr. Garcia missed what was perhaps the most controversial and liveliest of the motions: That the ATE Meetings Committee consider all proposals for meetings and workshops without regard to the political action of the state legislature in ratifying the ERA. The motion passed 38-35.

The Delegate Assembly presented motions on other important issues in teacher education. Some of those passed include the following:

There be improved coordination of Academic and Professional Components in teacher education.
That an ad hoc committee be charged with the responsibility for analyzing current information on the controversy regarding standardized testing.
That teacher education institutions be encouraged to incorporate into their programs of preparation for all elementary and secondary teachers techniques for working with mainstream students.
That information on child abuse be included in all preservice and inservice programs.
That the movement toward competency testing of teachers be influenced by appropriate professional considerations.

That the new Department of Education perceive educational personnel development as a matter of primary importance in the future development of American education and as a high-priority concern in the organization and staffing of the new department and in its influence upon Federal educational policy.

The Delegate Assembly also moved that a Dissertation of the Year Award be established.

The Meetings Committee also proposed for consideration the following sites for the national conventions:

1981 - Dallas
1982 - Phoenix (?)
1983 - Nashville
1984 - New Orleans
1985 - Las Vegas

And the following sites for the summer workshops:

1980 - Kent State
1981 - Massachusetts
1982 - Pennsylvania
1983 - Seattle
1984 - Wisconsin or Minnesota area
1985 - West Virginia

It was voted to have four issues of the ATE Journal, Action in Teacher Education, in the upcoming year. Themes: Summer 1980--Changing Realities in Teacher Education; Fall 1980--Stress in the Teaching Profession; Winter 1980-1981--Professional Development: Issues and Answers.

Membership: The state of Utah presently has thirty people who are both state and national members and fifteen who are state members only.

In addition to individual memberships, institutional memberships are also available for $25.00 and entitle purchasers to all ATE publications.

All of you are urged to become members of ATE.

LAY PERSON'S VIEW OF TEACHER EDUCATION

Darlene Hutchison, President
Utah Congress of Parents and Teachers

I am grateful to Dr. McHenry for inviting me to express to you some of my feelings regarding what I as a parent would desire of you as teachers and great influencers of children to achieve. I have thought a lot about what I would like to say, and only hope I can sharpen your own intuitive feelings about the role of a teacher, and thereby strengthen your commitment to be the very best one possible.

I sincerely feel that next to the parent, the teacher has to assume the most taxing and burdensome, yet the most rewarding and uplifting position possible. You are given the opportunity to mold men and women; you are being given a share in creation--the creation of human potential. I hope each of you recognizes that awesome responsibility. I am certain the thoughts I am going to share with you are not exactly what Dr. McHenry had in mind; however, a few years ago I was treated to a marvelous experience. I was asked to participate in a teacher institute for Washington School District. Reed Bradford of the B.Y.U. was the keynote speaker, and he personalized the role of the teacher to such an extent I had never before imagined. I truly came to understand the importance the teacher has to the family. With this in mind, I am going to share with you today some very personal feelings.

In looking back over the teachers that taught me, I recall almost every one, positively or negatively, but never passively. The ones I have liked, or related to, had various sizes, shapes, personalities, and taught different subject matter, but I learned to respect them and to take them into my inner self. Some made me feel cheated, and then others I disliked, mainly for how they made me feel. My history, literature, and physiology teachers created a love of subject matter.

My first recollection is of kindergarten, and the play store we created. You see, in my day, we learned "creative play" although I am sure that was not a term used then; but nevertheless we learned to play and interact before we were bombarded with the heavy artillary of more formal instruction. We learned to enjoy school, anticipate it with excitement and then we could accept the academic structure role. Then we added some of the "heavies," and believe me some of our teachers were heavy

with heavy hands and who were strict disciplinarians. In spite of this, I always felt they cared--perhaps if not about me, at least about teaching.

Now as I reflect about the twenty years of involvement in the schools through my five children and the close interaction with PTA, I find that the main ingredient of good teachers is caring--caring about their profession, about themselves, about their students, their parents, their teacher colleagues, their administration, their staff at the school, subject matter, caring about their contribution to the world. To put the role of a teacher in sharper perspective, let me share with you a little of our life, as a family.

We brought into this world, six healthy children--all totally different in size, personality, talents, and feelings. Prior to our first one starting school, life was normal and happy. Then the great change started, we were allowing others, outside our family, to share in the future of our children. Rich started school, and I was anxious to help. The first grade teacher said, "No, don't help your boy read, it will disrupt the schedule we have and you may teach him bad skills which we will have to correct." First message--I was not qualified to help. I didn't believe it. The next year, there was a different school, with a different teacher, different instructions, and a fantastic administration.

Now I'm not going to dwell on the school. You will have a lot of insights into that area of teaching. Instead, I want to let you into our innermost family life (and I might add this is the first time I have shared these experiences, for they are close, but you need to know what is in the undercurrent flowing through the lives of those students you are asked to teach). When Rich started third grade, Jodi was in kindergarten, and two preschoolers were home, and another baby was delivered. That disrupts the normal quietude of a home--then came the normal cuts, bruises, emergency stitches, broken bones, business concerns.

In Rich's fourth grade, things started to reach a crescendo in our lives, Rich received an "F" on his report card (as did every student in Miss Oliver's fourth grade). Why? Because she wanted every student to realize they had a lot to learn and didn't know everything. Well, our son took his lesson well; his shoulders drooped. He lost self esteem because he had been told by an authority that he was a failure. (She said, "It was only in handwriting." She didn't give "F's" in anything that was important). But F stands for failure, and believe it--he failed.

A few months after that the darling of the family, our fifteen-month-old girl, was hit by a car while playing with her brothers and sisters--and

three days later passed away. This was a week before school was to open and Scott's emergence into kindergarten. Let me tell you, no one can understand the devastation something such as this brings into a family. Well, fortunately, my children had outstanding teachers that year, and so did the son who thought he was a failure, and who knew he must be, because after all wasn't he told so by the school, and didn't his little sister get hit by a car while they were all playing. This young man had the good fortune to have an outstanding teacher who picked him up from the depths and raised him to the heights. The teacher made him believe in himself, convinced him that he could do anything if he only wanted to, helped him identify the profession he wanted--law and perhaps politics. One conversation I remember distinctly went something like this--"Dad, I think I'll be President." Dad responded, "Come on Rich, be sensible, you can't be President." Rich countered, "Why not? Someone has to; why not me?" Well, that son is a senior law student and has received constitutional law commendation, and interned one fall with Senator Hatch in Washington, D.C. He is no longer interested in politics but who knows? The point is, that teacher put him back into the mainstream of life. Sometimes it took a call at night from that teacher saying, "Rich, look in the sky. You can see the satellite if you look in a certain place."

A year later, another birth, another individual came into our home. Then Scott, our middle son--well, I wish I could explain him to you. Let me just say, when he was about three he said to me, after the umpteenth time I had said, "Great Scott." "Momma, p l e a s e don't say that. It sounds like you are swearing." I don't know, maybe I was. Anyway, this active son, with a multitude of artistic talents, on the last day of school in the fourth grade, was the target for a friend's sling shot. He received a rock in the eye which caused hemorrhage. His eyesight hung in the balance for two weeks, with the doctors giving us almost no hope for sight--another trauma for the family to go through. But, again, a teacher helped me understand my son. The day after the accident, which by the way was not known to her, I received a letter which I would like to share with you.

Dear Mrs. Hutchison,

I have had unsettled feelings since I talked with you today about Scott. They wouldn't be so unsettled if I could go back to school tomorrow. But, since I can't, the next best thing I can think of is to write to you.

In spite of what the report card shows, I want you to know that Scott has been a big source of inspiration to me. Often when I

get after him (like today), it isn't any more his fault than mine. I like children a lot; but this feeling coupled with my short temper control, doesn't very often lend itself to the kinds of situations I would like to have.

Scott is a boy that I have had a special feeling about right from the beginning and it worries me that my disciplinary measures (or lack of such) might have hurt him. It is so easy to say something and dismiss it from mind immediately and leave the child to suffer consequences out of proportion to the offense. I get the feeling that things don't roll off Scott's back very easily without leaving a mark of some kind.

I wanted you to understand my feelings about Scott as a student and me as a teacher so that you could consider this in your dealings with him concerning this last year's school performance.

I also have faith in fifth and sixth grade changes in boys and I also have faith in Scott. I think his adjustment with the other students has been very good this year.

He seems to be an independent achiever rather than a group achiever. He is so conscientious about what he does on his own (self-initiated projects) and not so conscientious about what he does in relation to the group. This does not necessarily seem like a bad trait to me. In fact, it could turn out to be an excellent trait.

Thank you for being a concerned parent. It doesn't seem like I run into many. I appreciate the ones I do find.

Sincerely,

Thus, another teacher, pinpointing to me, a mother, the identity of my son. That letter helped explain so much to me. Well, that crisis was over; but no, the injury also caused some imbalance in the brain above the injuired eye. This we found out after two major seizures and two more hospital stays. Finally a year later, the damaged area healed itself and life tried to return to some kind of normalcy.

The next year, Jodi our second child, always our healthiest, had a small stroke during eighth grade gymnastics. A vessel in her head had an aneurysm which was bleeding. Back to the hospital again, with the only hope being surgery. A month in the hospital, with father and mother

spending almost every hour, day and night at her bed. We were told at one time she was the most serious patient at the Primary Hospital. The children, at home, were adjusting again. Here another teacher came forth. Jodi's gym teacher, herself confined to a wheelchair, knew that Jodi would need something in order to pull through the ordeal of surgery. She had the girls in the class pick out presents and wrap them, and Jodi was instructed she could only open one a day. How she looked forward to those presents.

Sure enough, the first coherent thing Jodi could say after the delicate brain surgery, was where was her present to open that day. The nurses shouted for joy. I was grateful for this teacher knowing and willing Jodi to anticipate something. That teacher also visited her almost constantly, in spite of the handicap of having to get around in a wheelchair. Well, Jodi's desire was to finish school that year, and in spite of all the dire predictions of the doctor, and all the physical burdens she had to overcome, a month later she did come back to finish her last month in school that year, and the school welcomed her. Although the surgery did leave her with muscle tightening when she was overtired, and she did have to go through therapy--things looked good.

The next year was spent in the family trying to live a regular life, with only one incident. The youngest suffered an eye injury which also required hospitalization, and we worried about the eye. All went well, and we worked hard to try to help Jodi recover some of her learning skills, especially math, which totally left her, and some muscle skill. Her one desire was to be in the Pep Club, so we convinced her to wait until the eleventh grade to try out when she would be going on her senior year so as to be as physically fit as possible. We talked with the Pep Club director. She assured us Jodi would have no problem because they did not march. That was where Jodi's weakness really manifested itself--she would limp when overly tired. So she did all the requirements. Then she called me from school one day in tears saying, "Come and get me; I can't stand it. They've gotten the girls out for Pep Club Initiation and I haven't been chosen." Everything she had worked for and dreamed about gone, in spite of talking with the teacher before hand and sharing Jodi's desires with her. I was angry and frustrated, so I talked with the teacher and asked her why, and how, after she had told Jodi there would be no problems, and in fact encouraged her to try out, and then they selected half of the girls from the ninth grade junior high students, just barely coming into high school. How could they overlook senior girls. She simple stated that she had felt inadequate to make the selections so she turned it over to three girls, and no, she hadn't told them of Jodi's visit with her. The girls determined that perhaps Jodi might feel embarrassed if they were

doing hand movements and if her hand got tired she might not be able to do it. Shattered--one life. A short time later after she had also not been selected for seminary council, she said she wished she were dead. She just couldn't take it any longer. Two months later, she suffered another stroke, and after another month in the hospital, she passed away. She really had not been given much to reach out for this time.

Well, the next month saw Rich on a mission for the L.D.S. Church, and a niece with a nine-month-old daughter moved in with us to pull up her pieces after a tragic marriage. She was delightful. Chris (our youngest who was so close to Jodi) had a teacher, who was aware of his loss. Quietly she asked Sally, our niece, to be a Volunteer in her classroom, which she did. This gave Chris some stability and home identification. The next year the father of the house had open heart surgery. Then I had major surgery. Two years later their father passed away, and Scott left for his mission. All this time the children are required to attend school, and to try to achieve. They did, all graduated with honors. Rich, a student body officer and Leadership Scholarship recipient; Scott in varsity football and given personal accolades by his peers; Julie, a student body officer (and a leader in Pep Club--new teacher and a conversation with her mother went, "Mom, I've got to live my life, too."), recipient of a scholarship will be doing student teaching this fall; and Chris, 13, achieving academically well.

You may ask why I am baring our life so openly to you. Well, to put across one point, you are not dealing with blobs given to you to educate. You are dealing with human souls that are encountering family turmoils about which you may have no conception. It may be alcoholism, single parent home, abused children, lack of funds, a myriad of things. Today's education term is individualized education. I maintain any teacher who cares about teaching, individualizes. A caring teacher looks at a student as an individual and treats him as such. Of course, it takes effort --but what meaningful thing in life doesn't take effort. To be a good wife/husband, friend, parent, leader, it all takes effort--but the rewards are great.

Do me a favor, and yourself also. When you leave this conference today, take a few minutes of quiet time and do three things: (1) list those teachers in your life that stand out--identify them as to how they made you feel, the unhappy feelings they created in you, and the happy pleasant ones. (2) Make a list of things you would like to see happen in education, and the things you personally want to do (it is important for you to identify these before so many people convince you they cannot be done). Remember Shakespeare's advice, "Our doubts are traitors which cause us

to lose the good we may attain through fearing to attempt." (3) List three attributes you would like to see every child achieve as they go through the education system. As <u>you</u> go through your educational career, pull these three things out and review them periodically. Evaluate yourself to see if you are still stretching. Then as you are teaching, reach out to the parents, involve them in the education and school life of their children. Be interested in their lives, their community, their feelings. Contribute to making the team work. Remember teaching isn't building subject matter; it isn't building buildings; it is building people. Now, let me share with you what a survey from parents indicated were the three most important attributes they felt they wanted their children to achieve during their educational experience: (1) good self-esteem, (2) love of learning, and (3) academic skills, with the first priority being #1. You are engaged in the most meaningful work there is, for wasn't the greatest of all men, a teacher?

1980 UTAH TEACHER EDUCATOR OF THE YEAR

ROGER C. MOURITSEN

Roger was born in Montpelier, Idaho, and attended grade school and high school there. He married the former Georgia Mathews of Montpelier in 1959 in Salt Lake City, Utah. They now have six children.

Prior to his marriage, he entered Utah State University in 1954 and attended until 1956 when he was called by the LDS Church to serve as a missionary in Western Germany. He returned to the United States in 1959 and resumed his schooling, graduating from Utah State University in 1963 with an English major and a German minor.

He taught one year at Murray High School in Murray, Utah, where his major assignment was advanced placement English courses. He moved to Granger High School in Salt Lake City the next year and continued teaching English primarily to students enrolled in the Honors Program. In 1964-65, he served as a graduate teaching assistant in the Department of Education at the University of Utah, where his Master of Arts Degree was awarded in the summer of 1965.

He received a full time staff assignment in the College of Education, at the University of Utah, as Director of Teacher Certification. A year later, he was admitted to Candidacy for the Doctoral Degree and also received an appointment as Director of Student Teaching at the University. His duties included the placement of 600 student teachers per year in public school situations and coordination of their supervision in cooperation with the elementary and secondary staffs of the University.

He received his Ph.D. in Educational Administration from the University of Utah in 1967. His doctoral dissertation evaluated a student teaching center in team teaching elementary school. He also received the University of Utah Research Fellowship Award for this study.

From 1968 to 1970, he served as Academic Dean for the Foreign Study League where he was responsible for screening and hiring candidates for positions in international education. He made periodic trips to Europe to coordinate activities with European educators on both college and high school levels. He served a short time as Specialist for Research and

Evaluation, the Eastern Regional Education Center at Ely, Nevada, immediately prior to joining the staff of the Utah State Office of Education as Specialist in Teacher Education and Professional Relations. This occurred in September 1970.

In 1971, Dr. Mouritsen was promoted to Coordinator, Teacher Education and Certification, a position he held until July of 1979. During this period of time, he coordinated such programs as the Education Professions Development Act, Career Opportunities Program, and Teacher Corps. He was also responsible for organizing teams and coordinating procedures for carrying out state approval visits to teacher preparation institutions. He served as liaison for the state education agency with the Utah Association of Teacher Educators. He served as Executive Secretary of that group for several years and played a leading role in planning and carrying out the Annual Spring Conference on Teacher Education each year.

Since last July, he has been continuing his work as a teacher educator--this time in an exchange role at the Taiwan Normal University in Taipei. In addition to teaching some English classes at the University, he is serving as a consultant to the school system there in the teaching of English as a second language.

Because of the extensive reorganization that took place a year ago in the State Office of Education, when Dr. Mouritsen returns from Taiwan, he will be in a new role in Adult and Community Education. His loss to the field of teacher education will be great, so it is especially timely, that he be designated as the Teacher Educator of the Year in Utah for 1980.

UTAH TEACHER EDUCATOR OF THE YEAR

Recipients

1975	Caseel D. Burke	Weber State College
1976	L. Ray Brown	Jordan School District
1977	Eldon Drake	Utah State University
1978	Allan Davis/Sheryl Lewis	Alpine School District
1979	Carma M. Hales	USAIL Project
1980	Roger C. Mouritsen	Utah State Office of Education